

THE COMMONWEALTH OF MASSACHUSETTS
BULLETIN OF THE DEPARTMENT OF EDUCATION

1930, NUMBER 5

WHOLE NUMBER, 216

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS
Reprint of the Ninety-third Annual Report of the Department of Education

THE DEVELOPMENT OF EDUCATION
IN
MASSACHUSETTS

1630 — 1930

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PUBLICATION OF THIS DOCUMENT APPROVED BY THE COMMISSION ON ADMINISTRATION AND FINANCE

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DEVELOPMENT OF EDUCATION IN MASSACHUSETTS

Arthur C. Boyden, Principal, State Normal School, Bridgewater

The History of Education in Massachusetts is a unique development. This general outline was prepared for use in the Normal School classes for this Tercentenary year.

In the early periods the State naturally was a pioneer in the field of education. In the later years her development has been a part of the larger national movement.

The arrangement of the material in periods is meant to be a guide in organizing the reading of the classes, while the interpretation may serve as the basis of class discussion. Teachers will doubtless have additions to make to this outline.

The reports of the State Board of Education are the invaluable sources for much of this material. Martin's "Evolution of the Massachusetts Public School System" (Appleton) is an authority for the early years. Cubberley's Series of Histories (Houghton) and Monroe's "Encyclopedia of Education" (Macmillan) are very helpful on the general movements. Mangun's "The American Normal School" (Warwick & York) is the latest authority on the Massachusetts Normal Schools. Many other reference books in the libraries are available.

First Period — Colonial Education

FOUNDATIONS OF POPULAR EDUCATION

In this period the Massachusetts system of schools was founded, in rough outline — dame schools, elementary schools, secondary schools, and colleges. In the latter part of the period local district schools became prominent and academies arose in the secondary field; also secular textbooks began to replace religious books.

17th Century

| | <i>Important Events</i> | <i>Interpretation</i> |
|-------------|---|---|
| 1635-45 | First Latin Grammar Schools, Boston (1635). Charlestown (1636). Salem (1637). Dorchester (1639). Ipswich (1641). Cambridge (1642). Roxbury (1645) Cheever's "Accidence" the noted text | Transfer of English Secondary schools to fit for universities Forerunner of American Secondary Schools |
| 1636-8 | Harvard College, Cambridge £400 by General Court Library and one-half estate — John Harvard | To provide educational leaders, ministers and teachers. Influence of Cambridge, Eng. |
| 1642 | First School Law — universal education in homes, enforced by selectmen | "To train all children in learning and labor." "Profitable to Commonwealth." A civic aim |
| 1644 | Elementary School, Dedham Three R's | Free school, built and supported wholly by public taxation |
| 1647 | Massachusetts School System (1) Reading and Writing Schools (2) Latin Grammar Schools "Mother of all school laws" 1683 500 families — two Writing and two Grammar Schools | Six principles of popular education: 1. Universal education 2. Parental obligation 3. State enforcement 4. State standards 5. Public taxation 6. Higher education |
| 1673 onward | Dame Schools, Woburn (1673) Hornbook, A B C's Private, tuition schools | Forerunner primary schools — prepare for upper schools. Transfer from England |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|-------------|---|---|
| 1682 onward | Separate grammar and writing schools (arith.) "New England Primer" | Schools of Three R's Dominant textbook for a century |

18th Century

| | | |
|-------------|--|--|
| 1701 | Certification of Master by a committee of ministers | First compulsory certification — germ of school committee |
| 1704 onward | Moving schools in parishes (Scituate) | Decline in educational interest — due to expansion, Indian wars, etc. |
| 1730 onward | Parishes establish district schools (Sutton) | Local expansion of town "moving schools," opportunity for all |
| 1763 onward | Academies begin to replace Latin grammar schools — endowed, tuition Dummer (1763). Andover (1778-80). Exeter, N. H., Leicester (1784) | Need for practical schools for non-collegiates and collegiates Transfer of secondary schools attended by English dissenters (Milton's Tractate) |
| 1768 | Legislation authorizing districts | District system fixed — decentralized schools |
| 1784 | Morse's "Geography." 1795 "Elements of Geography" | First American geography. Growth of American commerce |
| 1780-90 | Webster's Readers and Spellers | Civic ideals through reading books |

Second Period — 1789-1860

DEVELOPMENT OF STATE EDUCATION — CITIZENSHIP

Upon the formation of the United States Government, education was taken up by the individual states — the civic purpose superseded the older religious aim. District schools and academies at first were dominant. Gradually graded town schools and public high schools developed. Definite steps were taken toward State direction of education at public expense, under Horace Mann's influence. Following him came a marked expansion in the scope of public education.

| | <i>Important Events</i> | <i>Interpretation</i> |
|------|--|--|
| 1789 | Massachusetts School Law. 50 families — Reading and Writing School. 200 families — Latin Grammar School Legalized district system Official supervision of schools Code for Moral Instruction Secular textbooks — Webster's "American Speller" (1785) Pike's "Arithmetic for Americans" (1788). Bingham's "American Preceptor." Bingham's "Grammar" (1799) | American schools by the people, for the people Education the cornerstone of citizenship Religious purpose replaced by civic Boston center of book publication |
| 1793 | Williams College chartered, 1821, Amherst | Extension higher education to western part of State |
| 1797 | State law incorporating academies, grants of State aid | Tuition academies become part of State system. Practical education for leaders |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|---------|--|--|
| 1800-27 | District school legislation 1800 Power to tax 1817 Districts become corporations 1827 Prudential Committees | Local control of schools. Extreme growth of democracy. Women teachers in summer |
| 1810-11 | Professional Schools 1810 Harvard Medical School 1817 Harvard Law School 1823 Mass. College of Pharmacy | Distinct professions provided for — granting of doctors' degrees |
| 1818-28 | Monitorial school experiments One principal. Monitors trained as assistants | Forerunner of graded schools and teacher training |
| 1818 | Girls' Seminary at Byfield, Ipswich (1828). Andover (1829). South Hadley (1837) | Extension of secondary education to girls in separate institutions |
| 1818 | Primary Schools in Boston, \$5,000. In hired rooms. Separate committees. Primary building (1834) | Replaced private Dame Schools. All children to be able to read |
| 1821 | First high school for boys, Boston "English Classical School" 1824 "English High School" 1826-8 First high school for girls, Boston 1827 Mechanics Institute Five high schools in Massachusetts | Non-collegiate secondary schools for mercantile and mechanical classes at public expense. Rival of academies |
| 1821 | Warren Colburn's First Lessons in Arithmetic (Boston) 1822 Goodrich's History (Boston) 1826 Geography a required subject 1832 Webster's History of the United States | Mental arithmetic substituted for dictated ciphering. First adoption of Pestalozzi's ideas. Enrichment of course of study begins |
| 1823 | Graded schools in Boston: Primary. Grammar school. Writing and Arithmetic school. English high. Latin school. | Beginnings of modern grading of schools and teachers |
| 1824-6 | Town School Committee — in charge of schools, textbooks, teachers | First attempt to remedy evils of district system by return to town control |
| 1826 | Law — high schools — 500 families 1835 Permissive law for all towns | Influence of James G. Carter — the beginnings of distinctive American high school |
| 1829 | Essex Co. Teachers' Association First permanent county association 1830 American Institute of Instruction, Boston | Discussion of educational problems by the teachers Leader in educational advances |
| 1829 | Incorporation — Asylum for Blind, Perkins Institute | Pioneer work of Dr. Samuel G. Howe |
| 1823-42 | Teachers' Seminaries — academy type 1823 Concord, Vt., — S. R. Hall 1829 First professional book on teaching 1830 Andover — S. R. Hall | Teachers' department recognized — three years' course — model school Forerunner of State Normal Schools |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|---|---|--|
| 1832 | Founding Perkins Institute for Blind, Boston 1867 Clarke School for Deaf — Alexander Bell | Education for the handicapped Use of "oral method" |
| 1834 | State School Fund — distributed on certain conditions | Influence, James G. Carter. Means of aiding schools and obtaining statistics and reports |
| 1836 | First child labor law — under 15 years — 3 months' schooling | Prevention of child exploitation for gain |
| HORACE MANN, SECRETARY OF BOARD OF EDUCATION (1837-1848) | | |
| 1837 | State Board of Education, Horace Mann, Secretary | Beginning of "Revival of Education." Common schools to Public schools. Information and recommendation. |
| 1837 | Mt. Holyoke Seminary — Mary Lyon | Secondary Education for girls in western Massachusetts |
| 1837 | Law authorizing districts to raise money for district libraries 1842 Appropriation from school fund 1848 91,539 volumes in 297 towns | Horace Mann's plan to provide reading for young and old Foundation of "Common School Libraries" |
| 1838 | Law authorizing Union districts | First step toward consolidation of schools |
| 1837-40 | State Normal Schools 1837 Memorial to Legislature 1838 Offer \$10,000 by Edmund Dwight 1839 Lexington (W. Newton, Framingham); Barre (Westfield) 1840 Bridgewater | Efforts of James G. Carter, Charles Brooks, et al. Reports of Prussian and French "Normal" Schools Policy of separate State schools rather than departments in academies |
| 1840 | First City Superintendent — Springfield 1851 Boston 1855 Worcester | General movement in cities to unify the school system |
| 1845 | Massachusetts Teachers' Association "Convention of Practical Teachers" | To discuss Mann's "reforms" in education |
| 1845 | First official written examinations in Boston — basis of reforms in 1847 | Grammar and writing schools combined under one principal and assistant Precedent for "grammar" schools |
| 1845-6 | Teachers' Institutes under Board of Education authorized | Extension of educational instruction throughout the State |
| 1846 | Erection, Normal School buildings at Bridgewater and Westfield. First in America | \$5,000 offered to State as memorial to Horace Mann |
| 1847-8 | State Reform School, Westborough | Instruction of juvenile offenders |
| 1846-73 | Louis Agassiz — scientist at Harvard, Institutes, and Normal Schools 1847 Lawrence Scientific School at Harvard Asa Gray — Harvard | The great impetus to science teaching — natural history and geology — establishment of Museum of Comparative Zoölogy Modern science of Botany |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|---------|--|---|
| 1848-54 | Arnold Guyot — State Institutes and Normal Schools. Princeton, N. J. Physical Geography — "Earth and Man" (1849) | Geography as a science — "The Earth as the Home of Man" New wall maps and physical geographies |
| 1848 | "Massachusetts Teacher" established 1875 "New England Journal of Education" | Mouthpiece of educational leaders |
| 1848 | Resignation of Horace Mann | "Seven great reforms" "Common School Journal" |

BARNAS SEARS, SECRETARY OF BOARD OF EDUCATION
(1848-1855)

| | | |
|---------|---|--|
| 1850 | First law to prevent truancy 1852. First compulsory attendance law in the United States | To meet new conditions — increase of foreign population and manufacturing |
| 1850 | Todd Fund for Normal Schools | To enlarge advantages of students |
| 1850 | Law authorizing physiology and hygiene | Need of attention to health — influence of Horace Mann |
| 1851-7 | Special Agents of Board of Education 1857 Authorized agents | To conduct institutes, advise, extend influence of Board |
| 1851 | First State law regarding Public Libraries 1860 — 45 Public Libraries in Massachusetts; 200,000 volumes | Due to rapid growth of endowed free public libraries. To stimulate free libraries "to supplement common schools, academies and colleges" |
| 1849-51 | Appropriation and establishment, Massachusetts School for Feeble-minded | First effort to help this neglected class |
| 1852 | Tufts College | Under Universalists |
| 1853 | State scholarships for college students | To aid teachers for high schools — unsuccessful |
| 1854 | Fourth State Normal School, Salem Richard Edwards, principal (Bridgewater, 1846) | Expansion of State policy first fruits of earlier Normal Schools |
| 1854 | City and Town superintendents authorized | Recognition of value of organization and development |
| 1854-5 | Law prohibiting division of public money. Reading of Bible 1862 No sectarian books 1880 No comment on reading Bible | Non-sectarian public schools Completion of change from religious to secular schools |
| 1855 | Public school teachers invited to lectures of Agassiz | Beginning of interest in Natural History in public schools |

GEORGE S. BOUTWELL, SECRETARY OF BOARD OF EDUCATION
(1855-1860)

| | | |
|------|---|--|
| 1857 | History a required subject | Added step in civic education |
| 1857 | Formation "National Teachers' Association," Philadelphia (1870, National Education Association, N. E. A.) | Movement started in New York and Massachusetts. General educational welfare in the country |
| 1858 | Drawing an optional subject | Beginnings of Art education |

1859 *Important Events — Con.*
School year not less than 6 months

Interpretation — Con.
Expansion law 1826 — town to support schools for all children, 6 months

Third Period — 1860–1890

BEGINNINGS OF MODERN EDUCATION

This period is marked — by the development of modern types of institutions; by active reforms in methods of instruction; by the expansion of State control; by the growth of supervision; and by the differentiation due to introduction of new subjects.

| <i>Important Events</i> | <i>Interpretation</i> |
|--|---|
| New Development of Normal Schools, Psychology the "master science." "Science and Art of Teaching." New courses of study. Object Teaching, Elementary Science | Influence of Pestalozzi, 1860–6 Oswego Movement Influence of "Faculty Psychology," Sir William Hamilton, Mark Hopkins Influence of William T. Harris, St. Louis Superintendent, 1867–80. Logical courses of study |

JOSEPH WHITE, SECRETARY OF BOARD OF EDUCATION (1860–1875)

| | | |
|---------|--|--|
| 1860 | First English-speaking kindergarten, Elizabeth Peabody — Boston. 1888 Kindergarten adopted by Boston, part of public school system | Influence of German kindergartens in Middle West (1855). Mrs. Carl Schurz, a pupil of Froebel. First public kindergartens, St. Louis, 1873 |
| 1861–5 | Massachusetts Institute of Technology 1867 Massachusetts Agricultural college under Morrill Act (1862) 1888 Worcester Polytechnic | Higher technical and industrial education for people in a growing industrial State |
| 1862 | Massachusetts Truancy Law 1866 County Reform Schools 1873 County Truant Schools 1881 Union Truant Schools 1911 Six County Training Schools | Compulsory education essential to the State. Reform of juvenile delinquents by appropriate education. |
| 1866 | Revised Normal School Course 1869 Four-year course in the school | Included new subjects of drawing, music and gymnastics. Included advanced subjects |
| 1867 | Incorporation Clarke School for Deaf-mutes 1869 Boston School for Deaf-mutes 1873 Named "Horace Mann School" | Continuation of State policy toward the handicapped. Boston school first public school for deaf |
| 1869–83 | Legislation — abolition of district system. Final abolition, 1883 | Active movement toward central control of schools by towns |
| 1869— | Lowell, Longfellow, Emerson, Holmes, Motley, Parkman, etc. | Great period of American Literature |
| 1870 | Drawing required in public schools Industrial and mechanical drawing. 10,000 population 1871 Walter Smith, State Art Director 1872 Industrial Schools — permissive 1873 Normal Art School | To maintain Massachusetts' position in design in manufactures and arts |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|--------|---|--|
| 1873-9 | Growth of Colleges 1873 Boston University 1875 Smith College 1879 Radcliffe College | College education open to women |
| 1873 | Free textbooks — permissive law 1874 Adopted in Fall River 1884 Free textbook law | Another step toward free universal education for all classes |
| 1874 | Normal School Worcester Normal School | To accommodate central part of State |
| 1874 | Legal for women to serve on school committees | Recognition of natural deep interest in schools |
| 1875 | "New England Journal of Education." T. W. Bicknell. A. E. Winship | Weekly exponent of educational progress |
| 1875 | Revolution in methods of teaching geography, arithmetic, language 1889 Parker's "How to Teach Geography" 1894 Parker's "Talks on Pedagogies" 1895 Frye's Geography | Influence of Col. F. W. Parker, Superintendent in Quincy (1875-80), Boston (1880-3), Cook County Normal (1883-99) Teaching from standpoint of child Language lessons replacing technical grammar 1870 Superintendent Solden, St. Louis, "Grube" system of teaching number |
| 1876 | Instruction in sewing — permissive law 1884 Springfield introduced sewing 1886 introduced knife work | Beginnings of industrial subjects in public schools |
| 1877 | Massachusetts Schoolmasters' Club — Boston | To discuss new movements in education |
| 1876-8 | Child labor laws more stringent | To meet danger of exploiting children by corporations |

JOHN W. DICKINSON, SECRETARY OF BOARD OF EDUCATION
(1877-1893)

| | | |
|------|---|---|
| 1879 | Norfolk County examinations in fundamental subjects, by George A. Walton, Agent of Board of Education | Revealed importance of skilled supervision in improving methods of instruction |
| 1880 | Organization of courses of study for elementary and high schools under direction of Board of Education | Definite pedagogical tendency in relation to subject matter of study — elimination of useless topics |
| 1882 | Manual Training. Experimental classes in woodworking in Boston. 1884 Hand tool work authorized 1888 Swedish Sloyd introduced in Boston (Gustaf Larsson) | Influence of Russian exhibit at Centennial (1876). Manual training high schools in western cities (1880-6). To build up industries, "formal discipline" aim replaced by practical and artistic aims |
| 1883 | Evening schools required for certain cities and towns — children over twelve years | Extension of opportunities for elementary education, begun in 1857 |
| 1885 | Business courses in high schools 12 years — establish two years' work | Differentiation of high school courses to meet needs of pupils |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|------|--|---|
| 1885 | Law — Temperance, physiology and hygiene | Educational basis for temperance |
| 1888 | Union Superintendents of Schools — permissive 1902 compulsory | To bring all schools under expert supervision |

Fourth Period — 1890–1910

EDUCATION A SCIENCE — TEACHING A PROFESSION

From this time on, the educational development of Massachusetts becomes in a measure a part of certain movements affecting the whole country, based on the scientific study of education — influence of Herbart and Froebel; the “new Psychology,” child study and adolescence; university departments of education; influence of President Eliot and John Dewey. In Massachusetts — Nature Study and Manual Training movements; Vocational Education; Medical Inspection.

General Movements in the United States

| | <i>Important Events</i> | <i>Interpretation</i> |
|-------------|--|--|
| 1889 | DeGarmo's “Essentials of Method” | Herbartian influence |
| 1892–7 | McMurray Brothers “General Method” “Method in Recitation” | New social point of view New educational philosophy New technique of instruction New emphasis on history and literature |
| 1892 | National Herbart Society 1902 National Society for Study of Education | |
| | Rapid growth of Kindergartens in United States. Adoption as part of public school system | Influence of Froebelian ideas. Natural, directed self-activity and expression. Schoolroom a miniature of society. Play and motor expression |
| 1897 | Introduced into 189 cities in United States | |
| | New Psychology (William James, Harvard) | Influence of theory of evolution. “Education the organization of acquired habits of conduct and tendencies to behavior.” “Habits and skills” |
| 1890 | “Principles of Psychology” | |
| 1899 | “Talks to Teachers on Psychology” | |
| | Child Psychology (G. Stanley Hall) | How child personality develops. The child the “center of gravity” in schools. Special importance of this turning point in development. Genetic point of view |
| 1906 | “Youth” | |
| 1907 | “Adolescence” | |
| 1907 | “Psychology” by C. H. Judd (Chicago) | “The rational function of consciousness” |
| | Teachers' Colleges and Schools of Pedagogy 1888 Teachers' College, Columbia 1889 Clark University, Worcester 1890 School Pedagogy, New York University 1901 School Education, Chicago University | Development of departments of education in universities — scientific study of education for benefit of the whole country |
| 1896 onward | “Project or Problem” Method. Introduced by John Dewey in experimental elementary school at Chicago University | Based on idea that “the school should reproduce typical conditions of social life” Dewey's “School and Social Progress” (1899) |

| <i>Important Events — Con.</i> | | <i>Interpretation — Con.</i> |
|--------------------------------|---|--|
| 1895-7 | Beginnings of Measurement of Achievements — Dr. J. M. Rice Tests in spelling, penmanship, composition, arithmetic | Scientific study of results by measurements of specific items |
| 1890-1905 | Reorganization school system and courses 1888-92 C. W. Eliot, "Can school programs be shortened and enriched?" 1891-3 Committee of Ten on secondary school subjects 1893-5 Committee of Fifteen on elementary subjects 1890-1900 Growth of departmental teaching. Special teachers. New plans of grading and promotion 1901-2 Dewey and Harper — condensing elementary course to six years | Purpose — shortening time, enrichment, elimination of non-essentials New emphasis on sense perception and laboratory methods Influence of revision of national systems of France and Japan in 1900 St. Louis Exposition (1904), revealed American situation |

Particular Movements in Massachusetts — 1890-1910

| | | |
|-----------|--|--|
| 1890 | Nature Study Movement in Plymouth County | Course of study laid out by grades — beginning of nature study on general scale |
| 1890 | Free Public Library Commission | To develop the libraries in towns |
| 1891 | First School Garden — George Putnam School, Boston, H. L. Clapp, principal 1901-6 Rapid growth of movements. Home gardens. Town Improvement Associations Boyden's "Nature Study by Months" (1898) Hodge's "Nature Study and Life" (1902) State Institutes — courses of study | Enrichment of school curriculum by use of nature material Emphasis on educational, social, economic, and artistic values of the study of nature |
| 1892 | State Course of Study for elementary schools. John W. Dickinson, Secretary, Board of Education | Reorganization on pedagogical basis under Agents of Board of Education |
| 1892 | District superintendents for groups of small towns | To bring all schools finally under expert supervision |
| 1889-1905 | Slow beginnings of consolidation small schools — due to loss of population and property | Purpose — to better school conditions and to obtain better teachers |

FRANK A. HILL, SECRETARY OF BOARD OF EDUCATION (1894-1904)

| | | |
|------|--|---|
| 1895 | Manual Training department in high schools, 20,000 population. 1898 Elementary schools, 20,000 population | Growth of demand for prevocational training |
| 1895 | United States Flag to be displayed from all public school buildings | Tangible means of teaching patriotism |

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|--------|--|---|
| 1895-6 | New group Normal Schools — Fitchburg, North Adams, Hyannis, Lowell 1896 High school graduation required and examination Differentiation — 1898-9, Household Arts at Framingham; 1908, Commercial at Salem; 1908-10, Practical Arts at Fitchburg; 1914, Music at Lowell | To meet increasing demand for trained teachers Preparation of special teachers and supervisors |
| 1892 | State Summer Schools 1892-1900 Laurel Park 1897-1902 Salem 1898 Hyannis Summer School 1914 Fitchburg Summer School 1922 North Adams Summer School | Expansion of day institutes to a week under Agents of Board of Education Organized credit courses for training of teachers |
| 1896 | Lowell Textile School 1899 New Bedford Textile School 1904 Fall River Textile School | Vocational instruction in theory and practice of textile industry |
| 1898 | First Special Class for mentally retarded children: Springfield (1898); Boston (1898). Worcester (1899). 1919 State law for formation of classes | To provide appropriate education for this class and relieve public school classes |

GEORGE H. MARTIN, SECRETARY OF BOARD OF EDUCATION
(1904-1909)

| | | |
|--------|---|---|
| 1905-6 | Report of State Commission on Industrial Education 1906 Separate commission on industrial education Increase vocational courses in high schools. Growth of trade schools — independent industrial schools 1911 State-aided vocational schools in 13 cities and towns | Recommended modification of work to include agriculture, mechanic and industrial arts. New courses established to meet changes in industrial life |
| 1906 | Law for Medical Inspection. School physicians. Testing sight and hearing 1908 Playgrounds required, cities and towns, 10,000 population. 46 special playgrounds in Massachusetts 1908 Open Air School, Boston 1907 First State Institution for crippled children | Specific attention required to the health of pupils |
| 1907 | Vocational Movement in Boston 1909 Bureau established | To assist young people to find places for which adapted |

DAVID SNEDDEN, COMMISSIONER OF EDUCATION
(1909-1917)

| | | |
|------|--|--|
| 1909 | Reorganization of Board of Education. Commissioner and deputies | Combination of State Board of Education and Commission on Industrial Education |
|------|--|--|

Fifth Period — 1910-1930

EDUCATIONAL EXTENSION. TESTING ACHIEVEMENTS

This is a period of testing by scientific methods; of better organization of courses; of extension along vocational and cultural lines; of greater attention to the needs of individuals; of broader training of teachers; of centralization of administration.

General Movements in the United States

| | <i>Important Events</i> | <i>Interpretation</i> |
|----------------|--|---|
| 1908 onward | Derivation of Standard Scales — Arithmetic (1908-10). Handwriting (1910). English Composition (1912) School Surveys (1914-17) Thorndike "Measurement" (1819) | Scientific study of courses and achievements by established measuring sticks for subjects and grades (See 1895-7) |
| | Intelligence Tests — adapted to American children. Terman (1916) | Based on mental tests of Binet and Simon in France (1911) |
| | Introduction of industrial and vocational courses | To widen objectives of education. Influence of Dewey's "Schools of Tomorrow" |
| 1909 onward | Junior High School Movement 1903 N. E. A. in favor 6-6 plan 1909-11 Establishment of earliest schools 1916 300 cities and towns in United States. 6-3-3 plan prominent | Discussion of six years for elementary schools (Dewey). 8-4 plan replaced by 6-3-3 or 6-2-4 plan. To adapt schools to adolescent children |
| | Organization of moral, civic and health instruction — seven great objectives | Improvement of civic and social standards in democracy |
| | Adaptation of instruction to meet varying needs of individual pupils — Detroit, Dalton, Winnetka, Morrison plans | Grouping pupils according to ability — new incentives — intelligent leadership. "Creative education" |
| | Teachers' Colleges — 4-year courses and degrees in most states | To strengthen preparation — professionally and culturally |

Particular Movements in Massachusetts — 1910-1930

| | | |
|---------|--|--|
| 1911-12 | Agricultural departments in high schools Certification teachers in state-aided high schools Codification of laws regarding vocational education 1912 Household Arts courses authorized by law | Differentiation in high schools Vocational additions |
| 1912 | Admission to Normal schools by high school certificates | Substitution of certification for examination, with specific requirements |
| 1914 | Teachers' Retirement Association | Beginnings of Pension system |
| 1914 | Establishment of early Junior High Schools: Wellesley (1914) 1917 14 Junior High Schools in Massachusetts 1928 170 Junior High Schools in Massachusetts | Disappearance of old 8 and 9 grade system. 6-2-4 or 6-3-3 most common plans. Closer connection between two high schools |
| 1915-17 | University Extension courses 1919 9,233 persons listed | Extension of education to adults and people in service |

PAYSON SMITH, COMMISSIONER OF EDUCATION
(1917—)

| | <i>Important Events — Con.</i> | <i>Interpretation — Con.</i> |
|-------------|---|--|
| 1914 onward | State Conferences by Department of Education 1914 Superintendents of Schools 1916 High School principals 1918 Normal School instructors 1919 Junior High principals 1923 Health conference, etc. | Discussion of educational problems in extended conferences at Normal Schools as centers |
| 1917 | Training in civic duties added to required subjects | Development of citizenship in regular school work |
| 1917 | Smith-Hughes Act for Promotion Vocational Education | National movement to aid vocational training |
| 1919 | Formation of new Department of Education — replacing old Board by Advisory Board to Commissioner (Payson Smith) | Part of consolidation of Boards and Commissions of State Centralization of educational administration |
| 1919 | Law for Americanization Work in cities and towns | To meet needs of non-English-speaking residents of the State |
| 1919 | Minimum Salary Act | To meet low salary situation in rural schools — trained teachers |
| 1919 | Compulsory Continuation Schools — four hours per week | To continue education of working minors 14–16 years |
| 1919 | Law for Formation of Classes for Mentally Retarded Children (<i>See</i> 1898) | Special classes required to meet specific needs |
| 1921 | Degrees granted in four-year courses in Normal Schools | Part of Teachers' College movement throughout the country — to make teaching recognized as a profession |
| 1920 | First Dean of Girls in High School, Brookline | Vocational and social guidance |
| 1922 | Employment of a Supervisor of Physical Education by State | To carry out law requiring physical education in all schools |
| 1925 | State Committee for Revision of Curriculum | Scientific study of curriculum to meet modern conditions |
| 1928–30 | Three-year minimum course in all Normal Schools | To meet demand for better trained teachers |

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